

## School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

### 2006-07 Executive Summary School Accountability Report Card

#### Cipriani Elementary School

Address: 2525 Buena Vista , Belmont CA 94002-1454  
Principal: Lisa Zachry

Phone: (650) 637-4840  
Grade Span: K - 5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

#### About This School

Three particular aspects distinguish Cipriani School as a highly personalized community poised for learning: 1) a strong teacher community that regularly meets to assess student progress and to jointly plan the curriculum; 2) active parent participation and support; and 3) strong links to the local community. All combine to make Cipriani a safe, friendly place to learn and excel academically and socially. Children and adults know each other by name and work together to build a stimulating, challenging program that at once reaches out to the larger world while maintaining the support and collaboration unique to a small school.

#### Student Enrollment

Group	Enrollment
Number of students	238
African American	0.84 %
American Indian or Alaska Native	%
Asian	13.87 %
Filipino	1.68 %
Hispanic or Latino	9.66 %
Pacific Islander	0.84 %
White (not Hispanic)	68.91 %
Multiple or No Response	4.2 %
Socioeconomically Disadvantaged	6 %
English Learners	4 %
Students with Disabilities	15 %

#### Teachers

Indicator	Teachers
Teachers with full credential	11
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

#### School Facilities

##### Summary of Most Recent Site Inspection

Regular fire and health inspections are conducted yearly. Cipriani passed its most recent health inspection in January 2007. A fire inspection was held in spring 2007 and recommendations were attended to.

##### Repairs Needed

No repairs were needed.

##### Corrective Actions Taken or Planned

N/A

### Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment	N/A

### School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$9,250.56
District	\$8,709.62
State	\$4,943

### Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	73%
Mathematics	76%
Science	74%
History-Social Science	N/A

### Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	875
Statewide Rank (from 2007 API Base Report)	9
2007-08 Program Improvement Status (PI Year)	N/A

## 2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://www.cde.ca.gov/ta/ac/sa/ap1/http://data1.cde.ca.gov/dataquest>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

### I. About This School

#### Contact Information

This section provides the schools contact information.

School		District	
School Name	Cipriani Elementary	District Name	Belmont-Redwood Shores School District
Street	2525 Buena Vista	Phone Number	(650) 637-4800
City, State, Zip	Belmont , CA 94002-1454	Web Site	<a href="http://www.belmont.k12.ca.us">www.belmont.k12.ca.us</a>
Phone Number	(650) 637-4840	Superintendent	<a href="mailto:Emerita_Orta-Camilleri">Emerita Orta-Camilleri</a>
Principal	<a href="mailto:Lisa_Zachry">Lisa Zachry</a>	E-mail Address	<a href="mailto:EOrta-Camilleri@belmont.k12.ca.us">EOrta-Camilleri@belmont.k12.ca.us</a>
E-mail Address	<a href="mailto:lzachry@belmont.k12.ca.us">lzachry@belmont.k12.ca.us</a>	CDS Code	41-68866-6043442

#### School Description and Mission Statement

This section provides information about the school's goals and programs.

##### School Description

Cipriani School, located in the City of Belmont on the peninsula south of San Francisco, is one of five elementary schools in the Belmont-Redwood Shores School District. Students are promoted to the 6th grade at Ralston Middle School, the middle school that serves our District. The Cipriani School community consists of families for whom education is a priority. The school is the hub of the community for many of these parents. Families enthusiastically support the Parent Teacher Association, School Site Council and countless volunteer activities and projects.

##### Mission Statement

Cipriani School seeks to create a safe learning environment where teachers, students, and parents, support each other in pursuit of the knowledge and insight that leads to high academic achievement and success for all students. We want Cipriani students to: attain a strong academic and social foundation; become global thinkers who make responsible decisions; develop confidence; work with persistence and determination; communicate effectively; and value and learn from differences. Unique and significant contributions of individual members add richness to the results. We believe in sharing the decisions, the responsibility, and the commitment to our vision of educational excellence among all members of our school community.

#### Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

<ul style="list-style-type: none"> <li>● Adopt-a-Book Program</li> <li>● Art in Action</li> <li>● Assemblies</li> <li>● Book Fair</li> <li>● Child Safety</li> <li>● Classroom field trips</li> <li>● Classroom supplies</li> <li>● Classroom volunteers</li> <li>● Dinner Dance/Auction</li> <li>● Family Picnic</li> </ul>	<ul style="list-style-type: none"> <li>● 5th grade graduation party</li> <li>● Hot Lunch Program</li> <li>● Kindergarten Social</li> <li>● Monetary gifts</li> <li>● Music for Minors</li> <li>● Non-A-Thon fund raiser</li> <li>● Parent education</li> <li>● Red Ribbon Week</li> <li>● SCRIP fund raiser</li> <li>● TV-Free Week</li> </ul>
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#### Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	46
Grade 1	47
Grade 2	39
Grade 3	33
Grade 4	34
Grade 5	39
Total Enrollment	238

#### Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0.84 %	White (not Hispanic)	68.91 %
American Indian or Alaska Native	%	Multiple or No Response	4.2 %
Asian	13.87 %	Socioeconomically Disadvantaged	6 %
Filipino	1.68 %	English Learners	4 %
Hispanic or Latino	9.66 %	Students with Disabilities	15 %
Pacific Islander	0.84 %		

### Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2004-05			2005-06			2006-07					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	2			19.5	2			19.0	2		
1	17.0	2			20.0	1			19.0	2		
2	18.0	2			20.0	1			19.0	2		
3	19.5	2			19.0	1			20.0	1		
4	26.0		1		26.0		1					
5	25.0		1		26.0		1		29.0		1	
6												
K-3					19.3	3			16.0	1		
3-4									20.0	1		
4-8	25.0		1		23.0		1		30.0		1	
Other												

### Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2004-05	2005-06	2006-07
K	100%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%

## II. School Climate

### School Safety Plan

This section provides information about the school's comprehensive safety plan.

<b>Date of Last Review/Update</b>	<b>August 2006</b>	<b>Date Last Discussed with Staff</b>	<b>8/28/06</b>
Cipriani holds regular fire and earthquake drills as well as a campus evacuation drill and a lock down drill. Visitors to the school campus are required to register in the office and wear a visitor's badge while on campus. Parent volunteers are required to wear volunteer badges.			
In the event of an emergency such as earthquake, fire, power failure or any event that interrupts school, Cipriani School staff will respond as follows:			
<ul style="list-style-type: none"> <li>• If police or firemen require children to be relocated for safety reasons, regular announcements will be made on Bay Area radio stations and TV. A public information line will also be maintained at the District Office, (650) 637-4800. The staff and PTA will initiate a telephone tree.</li> <li>• Staff requests that parents PLEASE DO NOT CALL THE SCHOOL. We must have lines open for emergency calls.</li> <li>• Parents are encouraged to pick up their child and any other children for whom you are the emergency designee.</li> <li>• Staff requests that when picking up children, drivers LEAVE DRIVEWAYS CLEAR FOR EMERGENCY VEHICLES.</li> </ul>			
Each child will be released only to a parent, relative, or other persons designated on the emergency card.			

### School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The Cipriani staff believes that a quality learning environment requires developing and maintaining positive relationships with students, attending

to student safety needs, and implementing an effective discipline policy. Teachers and the administration work toward knowing each student as an individual. All staff members model a caring, respectful attitude to others. Weekly school-wide "Monday morning meetings" where individual students get recognized for birthdays, honors, and other accomplishments contribute to the positive learning environment and a strong sense of belonging.

In the classroom teachers build an environment where students can take risks and explore freely. The staff regularly monitors the campus during recess and before and after school to insure safe practices. Through the joint efforts of parents, students, and staff an effective discipline policy establishes a setting where students can make responsible choices. The school climate encourages students to make decisions and learn from the outcomes of their decisions, building a self-discipline that will serve them well throughout their education and beyond into adulthood.

### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	2.7	1.7	2.1	1.0	4.0	4.3
Expulsions	0.0	0.0	0.0	0.5	0.1	0.04

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

**Age of Buildings:** This school has 14 classrooms, a music room, a library, a multipurpose room, and administrative offices (in 2006-2007). The main buildings were constructed in 1954, and modernized between 1994 and 2004.

**Cleaning Standards:** The District has adopted cleaning standards for each school, and a copy of these is available in the principal's office. The principal works daily with the custodial staff to develop and implement cleaning practices that ensure a clean and safe school campus.

**Maintenance and Repair:** District maintenance staff, assisted as necessary by outside contractors, keep the school in good repair. Work orders are completed in a timely manner, and tracked on a computerized system of record keeping, which also allows priority to be assigned to emergency repairs.

**Complaints and Reports of Conditions Requiring Remedy:** Each classroom contains a notice regarding the availability of complaint or report of unsafe condition forms, which can be found in the principal's office. The District uses the Uniform Complaint Process (per Board Policy) in responding to all filed complaints.

Of the 14 classrooms at Cipriani in the 2006-2007 school year, 11 are used for regular instruction. In addition, one classroom is used for a Science Lab/Computer Lab. Another is used for the Learning Center. There are three small rooms for the Speech and Language Pathologist, the School Psychologist, and the Reading Specialist. There is also a small band room at the back of a gym/multi-purpose room. A portable and an additional small group instruction room within the school have been made available for childcare services provided by a nonprofit agency. Before and after school care includes supervision for students in K-5, five days per week. In addition, full day care is available for participating students on non-student days as well as some holiday periods.

Every teacher uses a computer for both instruction and classroom management. Additional student computers are in every classroom and in the Computer Lab. Every staff member received mandated technology training. Every staff member was provided a telephone number and voice mailbox.

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			
Interior Surfaces (walls, floors, and ceilings)	X			
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			

Sewer	X			
Playground/School Grounds	X			
Roofs	X			
Overall Cleanliness	X			

### Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

## IV. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	13	13	11	133
Without Full Credential	0	0	1	1
Teaching Outside Subject Area of Competence	0	0	0	5

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2005-06	2006-07	2007-08
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	99.6	0.4
High-Poverty Schools in District		
Low-Poverty Schools in District	99.6	0.4

### Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

Qualified substitute teachers are available when school personnel are absent. Substitute teachers are required to have a bachelors degree and pass the CBEST test.

### Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

All teachers are observed annually and provided feedback by their evaluators. Probationary and temporary teachers are evaluated yearly. Tenured teachers are evaluated every other year. All teachers receive a summative evaluation report that is aligned with the California Standards for the Teaching Profession.

## V. Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)	.625	N/A
Psychologist	.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other (inclusion aide, paraprofessionals)	2.5	N/A

## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin: <i>Reading</i> 2002 – 2003	0%
Mathematics	McGraw Hill: <i>Everyday Mathematics</i> 2002 – 2003	0%
Science	Harcourt Brace, FOSS, Houghton Mifflin 2001 – 2002  Note: New standards based textbooks were adopted in 2006 - 2007 for use in 2007 – 2008: Delta Education: <i>Full Option Science System</i> for Kindergarten through 5th grade.	0%
History-Social Science	K-2 Harcourt Brace: <i>Social Studies C2000</i> 1999-2000 3-5 McGraw Hill: <i>Adventures in Time and Place</i> 1999-2000  Note: New standards based textbooks were adopted in 2006 – 2007 for use in 2007 – 2008: Grades K-5, Pearson Scott Foresman: <i>Scott Foresman History/Social Science for California</i>	0%
Foreign Language	N/A	N/A
Health	Grades K-2: Wright Group: <i>Primarily Health</i>  Grade 3: Healthy Promotion: <i>Wave</i>  Grade 4-5: Harcourt Brace: <i>Healthy You</i>  Plus materials from the American Heart Association and the National Dairy Council	0%

## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per	Expenditures Per Pupil	Expenditures Per Pupil	Average Teacher
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	Pupil	(Supplemental)	(Basic)	Salary
School Site	\$9,812.70	\$562.14	\$9,250.56	\$74,783.04
District	\$9,319.43	\$609.81	\$8,709.62	\$74,678.33
Percent Difference – School Site and District	105%	92%	106%	100%
State	N/A	N/A	\$4943	\$58519
Percent Difference – School Site and State	N/A	N/A	187%	128%

## Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

<ul style="list-style-type: none"> <li>Regular Education</li> <li>After School Sports</li> <li>API donations</li> <li>Class Size Reduction</li> <li>Community Day School</li> <li>Governor's Performance Awards</li> <li>Guidance</li> <li>Homework Centers</li> <li>Music</li> <li>Outdoor Education</li> <li>Summer School</li> <li>School Force</li> <li>Local Grants</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Classified Staff</li> <li>Benefits</li> <li>Books &amp; Supplies</li> <li>Dist Block Grant</li> <li>Drug Free/Title IV</li> <li>ELLP</li> <li>Equipment</li> <li>Food Services</li> <li>Health Services</li> <li>Teacher Quality</li> <li>Title I</li> <li>Title II</li> <li>Title III</li> <li>Title III not LEA</li> <li>Title V</li> <li>Title VI</li> <li>School Safety Violence Prevention</li> <li>Services</li> <li>National Board Certified Teachers</li> <li>BTSA</li> <li>Staff Development</li> </ul>	<ul style="list-style-type: none"> <li>ACSD Grant</li> <li>Arts Ed Partnership</li> <li>Classroom Library</li> <li>EIA</li> <li>Ed. Tech</li> <li>GATE</li> <li>Instructional Materials</li> <li>Instructional Mat/Staff Buyout</li> <li>IMFRP</li> <li>Lottery Prop 20</li> <li>Miller Unruh</li> <li>Oracle Grant</li> <li>Public School Library</li> <li>School Safety</li> <li>SIP</li> <li>Standards Based</li> <li>Tobacco Use Preventions Education</li> <li>Tolerance Ed</li> <li>TUPE Elementary</li> </ul>
<p>Special Education</p> <ul style="list-style-type: none"> <li>Home to School Transportation</li> <li>County Sp Ed</li> <li>Psychologists</li> <li>Speech</li> <li>SP Ed IDEA</li> <li>RSP, SDC &amp; NPS</li> </ul>		

## Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34513	\$38159
Mid-Range Teacher Salary	\$63894	\$59148
Highest Teacher Salary	\$82524	\$73514
Average Principal Salary (Elementary)	\$115886	\$91903
Average Principal Salary (Middle)	\$121553	\$95855
Average Principal Salary (High)	\$	\$
Superintendent Salary	\$159500	\$132994
Percent of Budget for Teacher Salaries	\$42.21	\$41.61
Percent of Budget for Administrative Salaries	8.14 %	5.91 %

## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	59	66	73	65	70	73	40	42	43
Mathematics	67	71	76	66	73	72	38	40	40
Science	38	57	74	49	59	68	27	35	38
History-Social Science				48	63	65	32	33	33

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native				
Asian	75	85	*	
Filipino	*	*	*	
Hispanic or Latino	35	29	*	
Pacific Islander	*	*		
White (not Hispanic)	78	82	81	
Male	68	75	72	
Female	78	78	76	
Economically Disadvantaged	*	*	*	
English Learners	*	*	*	
Students with Disabilities	53	65	*	
Students Receiving Migrant Education Services				

### Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	67	66	68	67	68	67	41	42	42
Mathematics	86	71	74	74	75	72	52	53	53

### NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American		
American Indian or Alaska Native		
Asian	*	*
Filipino		
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	78	83
Male	67	80
Female	69	69
Economically Disadvantaged		
English Learners	*	*
Students with Disabilities	*	*
Students Receiving Migrant Education Services		

### Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Results of individual schools' Local Assessment tests given in the 2006 – 2007 school year are available by contacting the school office.

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	42.9

## IX. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2005	2006	2007
Statewide	8	9	N/A
Similar Schools	1	1	N/A

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	45	11	23	875
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)	59	13	28	897
Socioeconomically Disadvantaged				
English Learners	N/A	N/A		
Students with Disabilities	N/A	N/A		

### State Award and Intervention Programs

This section will contain information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Cipriani was awarded the J.Russell Kent Award for Cipriani's partnership with Notre Dame de Namur University: "Students Teaching Teachers"

### Adequate Yearly Progress

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

## X. School Completion and Postsecondary Preparation

**Not Applicable: Cipriani is an Elementary School.**

## XI. Instructional Planning and Scheduling

### School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

#### Course of Study

The curriculum - what we teach - is rigorous and incorporates District and State guidelines into all academic subjects. The curriculum areas taught include:

- English/Language Arts
- Mathematics
- Science
- History/Social Science
- Visual and Performing Arts
- Physical Education and Health

#### Instruction and Support for Special Needs

Support for the special needs of students begins with Student Study Teams who meeting regularly and develop strategies to help students become more successful in school. They coordinate school resources and services which include:

- Referral for Special Education Assessment
- English Language Learners Program
- Speech and Language services
- Resource Specialist/ Inclusion services
- School Psychologist services

"Pull-out" programs for students with specialized needs have been carefully scheduled in order to provide longer blocks of time in the core classroom to ensure that students have access to the full curriculum regardless of their special needs.

#### School Site Leadership

Leadership at Cipriani is shared among several groups of school community participants. The staff selects teachers to serve on the School Site Council and function as liaison between the Site Council and the staff. The School Site Council combines parents, teachers, other school staff members, and principal to set goals and monitor progress toward those goals. The staff also selects a group of teachers to serve on the Leadership Team. The Leadership Team works with the staff to facilitate implementation of school goals.

The staff, with the principal as facilitator, leader, and coordinator, makes the teaching decisions that lead the school toward its vision.

Individual staff members provide leadership and expertise in a variety of areas. Additional staff members share their knowledge and experience with colleagues. The resulting leadership that is shared among school participants provides a rich environment for new ideas, best practices, and school effectiveness. New teachers participate in the District's BTSA program.

### Instructional Staff Qualifications

Teachers at Cipriani have California State teaching credentials. Some teachers also have credentials from other states and additional graduate degrees, credentials, or certificates in a variety of areas. Substitutes used by Cipriani School have passed a qualifying examination administered by the State of California. When a teacher is absent from class, a qualified substitute teacher teaches the class. If a substitute is not available, a credentialed district administrator or a teacher without a regular class assignment teaches the class. Last year, teachers averaged about 1 day of absence per month. This included illness, in-service training, and other leaves.

### Student/Teacher Ratio

Primary (K - 3) classrooms have a maximum class size of 20 students. Classes do not exceed 30 students in grades 4 and 5. Parent volunteers, senior citizens, and other community members may also assist students within or outside the classroom.

## Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Staff development activities are determined through a process that begins with the staff identifying needs that are related to the goals identified in the Single Plan for Student Achievement (SPSA). District-wide needs identified through the "Futures" planning process are also incorporated into the plans for staff development. The calendar and topics for staff development conducted on non-student days are identified in the Single Plan for Student Achievement. Cipriani School's teachers participate in two days of staff development before the students return to school. One additional staff development day was conducted during the school year. A shortened day every Wednesday provided additional time for district and site grade level planning, staff development, and student conferences.

During these staff development days, teachers received training in:

- a. English Language Arts
- b. Mathematics
- c. Grade Level Teaming
- d. Curriculum Planning for the Year
- e. Curriculum and Instructional Practices
- f. Visual and Performing Arts

Individual staff members also participated in additional off-site workshops and training according to needs outlined in the SPSA.

## Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K	37,800	36,000
1	51,225	50,400
2	51,225	50,400
3	51,225	50,400
4	54,530	54,000
5	54,530	54,000

## Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

The school had a minimum day each Wednesday: 38 minimum days. These afternoons were devoted to grade level teaming and staff development. Also, 12 additional minimum days were for parent conferences, the last school day, and other special circumstances.